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ABSTRACT

In this project, seven office education students were placed in various office jobs in order to expose them to actual office practices and to acquire job descriptions and critical incidents. Each student was assigned to observe an employee for three days, after which the students disseminated information to the class in oral and written reports. Job descriptions were compiled for the seven jobs, all of which required only a high school diploma with some office or business education background. Eight negative and five positive critical incidents were reported, involving personality traits and their effects on job performance. The results indicate that learning through observation is a most effective method of learning. The participants fully realized the objectives of the project, and the observations produced highly favorable attitudes toward the world of work. (BH)

EDO 45828

JOB DESCRIPTIONS AND CRITICAL INCIDENTS REPORT

MINI-GRANT NO. 2

VT012148

ED045828

JOB DESCRIPTIONS AND CRITICAL INCIDENTS REPORTS

Written By

West Las Vegas High School

Office Education Students

Mrs. Rosaline B. Lopez, Teacher-Coordinator

Published By

RESEARCH COORDINATING UNIT -- MINI-GRANT

Under the direction of

Mrs. Hilda Majors, Director

CAPITOL BUILDING

Santa Fe, New Mexico 87501

May 15, 1970

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JAMES B. WEST, SPECIAL NEEDS
BILL JACKSON, TRADE & INDUSTRIAL EDUCATION

Congratulations to Mrs. Rosaline Lopez and her fine group of Office Education students for this excellent report of critical insights. I am sure all teachers who read this evaluation will discover an additional training opportunity that can be most helpful to teach students who do not have the opportunity to participate in a cooperative office education program.

ROBERT K. GORDON
State Supervisor
Office Education

TO: All Interested Persons

FROM: Hilda Majors, Director, Research Coordinating Unit

The Research Coordinating Unit Personnel and the New Mexico Research Coordinating Unit Advisory Committee need your reaction to this Mini-grant project in order to help us evaluate the total mini-grant projects for school year 1969-1970.

From your reactions, recommendations will be made by us to the State Director of Vocational Education as to the continued funding of Mini-grants.

After reading this report, will you please fill out the questionnaire and return to:

Hilda Majors, Director
Research Coordinating Unit
Capitol Building
Santa Fe, New Mexico 87501

Your cooperation is appreciated.

- -

QUESTIONNAIRE

Title: Job Descriptions and Critical Incidents Report

Yes_____ No_____ We would be interested in using this project for 1970-1971 school year.

Yes_____ No_____ With advanced planning we would be interested in using this project for the 1971-1972 school year.

Yes_____ No_____ This project or a version of this project is being used in our school.

Yes_____ No_____ Should the Research Coordinating Unit continue to award Mini-grants?

COMMENTS_____

_____

_____

_____

NAME_____ POSITION_____

SCHOOL_____

ACKNOWLEDGMENTS

The success of this project is due to the efforts of many people. Without their cooperation and assistance, this project would not have had the favorable outcome that it did.

The sponsor and the student participants are eternally indebted to Mrs. Hilda Majors, Director of the Research Coordinating Unit; to the State Advisory Committee to the New Mexico Research Coordinating Unit, Dr. W. B. Runge, Chairman; to Mr. Weldon Perrin, State Director for Vocational Education; and to Mr. Robert Gordon, State Supervisor for Office Education, who were instrumental in initiating and sponsoring this project.

A big "Thank You" is also extended to Mr. Kenneth E. Sutton, Manager of the Employment Department at Sandia Laboratories; to the gracious contact, Miss Eleanor Kelly; to the supervisors, Mrs. Donna Foor, Mrs. Andrea Breckenridge, Mrs. Elizabeth Tucker, Mrs. S. Jean Bischoff, Mrs. Oleta M. Morris, Mrs. Doreen Westfall, Miss Ann Pearce, their office personnel, and to the many new friends that were acquired during the stay in Albuquerque.

An expression of appreciation is extended to the West Las Vegas School administration, Mr. Ray Leger, Superintendent; and Mr. Joe Robert Sanchez, Principal, for allowing the time off from school for this project; and to Mr. Gilbert S. Lopez, Director of Activities, for providing the transportation.

Rosaline B. Lopez
Student Participants

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INTRODUCTION

On October, 1969, a letter was received from the Research Coordinating Unit under the Vocational-Technical Education Division announcing the availability of Mini-Grants for new ways to improve Vocational-Technical Education. The amount given would be on the average of $250 for fresh, new, innovative ideas in the line of research.

On December 17, 1969, the Office Education Department of West Las Vegas High School submitted a proposal entitled, "Job Description and Critical Incident Reports."

A letter was received dated January 19, 1970, informing the Office Education Coordinator that the proposal had been approved for $270, upon which an agreement was signed.

On the evening of February 16, 1970, seven students and their sponsor arrived in Albuquerque in anticipation of their three-day stay. The weary but enlightened group arrived back in Las Vegas on February 19, 1970.

BACKGROUND

West Las Vegas High School had its beginning in 1952. It was a small high school.

The Business Education Department consisted of a one-room, one-teacher department. Since then, it has grown into a well-equipped, three-room department with office and storage space available. The teaching staff consists of three full-time and one half-day teachers.

The West Las Vegas High School Business and Office Education Department was the first in the State to have a work-study program for their coop students. It was also one of the first to qualify for Federal funds as a result of the Vocational Education Act of 1963. The OEA Club was one of the first to be chartered in the State. One of the OEA members attended the first National OEA Conference in Green Lake, Wisconsin, and won second place in shorthand I. The Office Education Coordinator from West Las Vegas High School was privileged to be selected to represent the State in the First Institute for In-Service Education of Office Occupations Teacher-Coordinators. This was held at the University of Northern Iowa in Cedar Falls, Iowa, in the summer of 1967.

The office education class at West Las Vegas High School has been coop since 1956 even before the Vocational Act came into being. Since the Act, however, great strides have taken place in the way of more and better equipment, program expansion, innovative projects and field trips.

PROBLEM

Las Vegas, New Mexico, is a small community with very little industry. The state agencies such as the State Hospital, Meadows Home for the Aged, New Mexico Highlands University, Employment Security, Highway Department, etc., supply the major portion of employment for the community. The Coop Office Education students are exposed to on-the-job experience, however, these offices for the most part are small with very limited equipment and facilities available. The office procedures used

are not necessarily the most modern ones. Therefore, every opportunity is taken to expose students to modern, up-to-date equipment, facilities and procedures.

This Mini-Grant gave the Office Education Department an opportunity for students to view business offices in a broader and bigger scale. As most of the students attending West Las Vegas High School are from deprived homes and background, this Mini-Grant gave them an opportunity to expand their horizons and see what takes place in the world-of-work outside of Las Vegas.

PURPOSE

It was the purpose of this proposal to place five (seven were placed) office education students in five different initial type office jobs in the city of Albuquerque for two purposes:

1. To expose students to office procedures, equipment, and techniques which are not prevalent in a small community, and
2. To acquire at least five job descriptions and as many critical incidents as may occur.

The students were to bring back and relate to the class their observations and experiences which would be first hand. They were to report on five very realistic job descriptions. From the critical incidents, the students would learn what employee behaviors are especially effective or ineffective in the performance of a job.

It is hoped that these observations will instill an awareness that character traits and personality are just as important, or perhaps more important, to office employees as are their

skills. They would also view up-to-date equipment, machines, supplies and office procedures which are not found in a small community.

All of this information, observations and experiences was to be disseminated by these students to the rest of the office education students through reports, both oral and written.

METHOD

Upon notification by the Research Coordinating Unit that a Mini-Grant had been awarded, much thought was given as to where the students would be placed, method of selecting these students, and preparations as to lodging, transportation, etc.

It was decided that it would be best to locate the student observers where they would be close together and would thereby minimize the distance from one location to the other and also save on the time factor.

Sandia Laboratories was selected as it met all of the considerations taken. After some correspondence and a few telephone calls were made to Sandia Laboratories, arrangements were completed.

Selection of the students was based on consideration being made of those students participating in the coop phase of office education and those who had the best attendance and performance record. By stretching the budget, it was possible for seven students to attend instead of the five which was the number asked for in the proposal. Arrangements were made as to transportation and accommodations while in Albuquerque.

The participants were orientated as to the purpose and objectives of the field trip and the observations. Each student would be assigned to a different employee and would observe them for three days. The student would be required to begin the work day at the same time the employee does, and would follow the same schedule as the employee for the rest of the day. The students would be required as their daily assignment to acquire at least one critical incident. At the end of the three-day observation, each student would write a job description of the job observed. The student would also be required to prepare a narrative report on this job. Instruction was given on the mechanics of writing a job description and a thorough explanation on what a critical incident is.

The big day arrived and the seven participants and their sponsor took off to Albuquerque in the school station wagon.

The first day at Sandia Laboratories was taken up by introductions of the personnel and familiarization of the location of the offices to be observed. The students were exposed to the employment test and interview which is given to all clerical applicants to Sandia.

The student participants, their assignments, and their superior were as follows:

Veronica Mathis, Employment Division, Mrs. Donna Foor; Teresa Rubio, Personnel Data Systems Division, Mrs. Andrea Breckenridge; Darleen Valdez, Personnel Services Division, Mrs. Elizabeth Tucker; Jo Ann Maes, Procurement Administration Division, Mrs. S. Jean Bischoff; Kathyrn Tafoya, Teletype Services Section, Mrs. Oleta M. Morris;

Margaret Ortiz, Procurement Computer Systems Coding and Reporting Section, Mrs. Doreen Westfall; and Eva Cordova, Community Relations Division, Miss Ann Pearce.

At the end of each day a discussion was held by the students and their sponsor. The students exchanged impressions and observations that took place that day. The consensus of opinion was that every one was most gracious and kind and made them feel welcomed. They were impressed by the efficient and capable manner with which the office was operated. They all agreed that the office personnel at Sandia Laboratories were truly a select and highly qualified group. The students found it very difficult and therefore acquired very few negative critical incidents.

The second day was spent on observations of their assigned offices. They were exposed to various duties and the routine that takes place day by day. Some of the students were allowed to familiarize themselves with some of the office machines. Others were conducted on small tours of the area.

The third day's observation was terminated at noon with the gracious contact, Miss Eleanor Kelly, hosting the students and their sponsor to luncheon. With luncheon over, the group headed back to Las Vegas.

RESULTS

Much information was gathered and disseminated to the office education class in the form of oral and written reports. As a result of the observations seven very complete job descriptions were compiled and some critical incidents were reported.

All of the jobs observed require only a high school diploma with some office or business education background required. Specific requirements were typing ability and being able to pass the clerical examination. Test requirements consist of 50 nwpm on a 10-minute writing, and a speed of 80 to 95 wpm in shorthand dictation for those applying for stenographers.

The salary range is from $5220 to $6800, for these particular employees, however, it must be kept in mind that these have been employed at Sandia Laboratories from two to eight years. These are not entry-level salaries. Most of the employees observed had previous experience before they came to Sandia Laboratories, however, this is not a requirement. Many employees are trained on the job. All that is necessary is that they have the training and be able to pass the clerical test and show potential.

All employees observed, except one, have contacts with other personnel within the office. Only two have contacts outside of the company.

The duties performed are as follows: typing, taking dictation and transcribing from both shorthand notes and from a transcribing machine, operating the Flexowriter, recording information by hand, filing, microfilming, taking care of the mail, operating the key punch, checking and verifying information, code, edit and verify information on purchase orders, and receiving and taking care of the needs of callers.

Further information is to be found in the Appendix.

The general policies and regulations are for the most part covered by Sandia Laboratories instructions which are quite explicit. These instructions cover conduct, grooming and dress, general rules and regulations pertaining to the work day, and handling of equipment and supplies. A more detailed breakdown is given in the Appendix as well as a listing of the machines used on these jobs.

The demands of the jobs as well as the responsibilities are best illustrated through the means of a chart and therefore to be found in the Appendix.

The Critical Incident reports were not as broad or varied in scope as it was hoped they would be. The reason for this being primarily because of the selectivity and highly qualified personnel to be found in an installation such as Sandia Laboratories.

There was a total of thirteen critical incidents reported, eight negative and five positive. The negative reports were trivial in nature ranging from wasting of company time because of individual idleness or wasting other employees' time--to leaving the desk or telephone unattended. One very negative report dealt with the unfriendly and cold manner displayed by one of the supervisors toward the student observer. This, however, does not indicate a resentment toward the student observer herself, but perhaps the employee did not feel well that day or perhaps she had not been properly informed of the nature and objectives for the student being placed there. This further emphasized the fact that employees have to

develop even-tempered dispositions and have to learn to leave their problems at home.

The positive critical incidents ranged from being helpful to their fellow employees and guests--to displaying acts of courtesy. Students acquired a definite trait--cooperativeness.

LIMITATIONS

It should be pointed out that most of the jobs observed would not necessarily be entry-level jobs for students just out of high school. Employees at Sandia Laboratories all start at the same level with promotions based on abilities. Vacancies are filled from within after following a stated procedure.

Another limitation of this project was that placements had to be limited to unrestricted areas, therefore, restricting observations to what was available. The entry-level jobs are to be found in the restricted area.

The observations were further limited to one large corporation rather than observing diversified offices of an individually owned basis such as lawyers, real estate, doctors, etc.

Being that a federal installation was observed, where strong security measures have to be taken, no pictures were allowed to be taken. Through Miss Kelly's effort, two pictures were taken by their own photographer.

As stated before, because of the selectivity and high qualifications of the supervisors, it was very difficult to observe negative critical incidents.

STUDENTS' OBSERVATIONS

There is no doubt but that actual observation is a much more effective learning device. There is no concrete means of measuring the learning that took place as a result of this project. It is self-evident that there was a definite impression instilled on these students' minds. Their pre-conceived ideas about the world of work were either reinforced or shattered, depending on their nature. They realize that, while skills are of definite importance, character traits and personality are even more important. The participants realized how much they need yet to learn and that it is up to the individual how much he or she progresses. They also viewed machines, procedures, and techniques which were new to them.

The following excerpts are taken from the written reports made by the students.

My goal in life is to go out into the business world to work. During my observation at Sandia Laboratories, I was encouraged to go out and to do just that. It is a very great opportunity to be able to observe the everyday activities that take place in an office before I actually go out to work. I feel every student should have the opportunity of exper-iencing a few days of observation in an office. I felt comfortable and at ease during my stay at Sandia. The employees were very willing to answer my questions and to show me their work and explain it to me. What impressed me most was the efficiency with which the office is run.
Veronica Mathis

The trip to Albuquerque was interesting and an adventure into the world of work. It was worthwhile because I learned what is expected when you start to work. In the classroom you do not really see what is going on as you do when you actually observe the work that is done in an office. This was a very realistic lesson. The employees were very nice and cooperative in giving the information I needed while I was there. They were very patient and took time out from their work to explain the things that they were doing, and the machines they used. Darleen Valdez

My visit to Sandia Laboratories was very educational and very exciting. A person cannot learn very much in three days, but it is worth the time and effort which we put into it. It is very interesting to go and observe everything that goes on in an office. I believe that in later years more and more students will be interested in taking office education in high school.

During my stay at Sandia Laboratories, I felt comfortable and at ease with the employees. They were very willing to show me the different types of work that is done in the office. They also had the opportunity to observe the students and to learn how they feel about working. Teresa Rubio

I feel that the trip to Albuquerque was educational and very enjoyable. Everyone there was willing to answer any questions that were asked, and they all tried to make you feel at home. I think that this is the prime reason I enjoyed my visit to Sandia. I believe that everyone should have the opportunity of visiting a place like this one. I

think you learn more if you actually see what is going on in an office than just by discussing it in class. The impression that most students have about being a secretary is that she just types, takes dictation and answers the telephone; but there is more to it than just that. You can see what a secretary actually does by observing her work and talking to her in the office. Eva Cordova

On my trip to Albuquerque, I observed a receptionist's office at Sandia Laboratories. I became acquainted with the different types of machines used in an office of a large corporation. I learned how to use the Xerox machine and I observed an employee working with an automatic file which I had never seen before. I also observed the various duties performed by a receptionist during the day. These included answering the telephone, receiving and registering purchasing agents, and arranging flights for the agents.

I feel that I benefited greatly from the trip. By observing, I learned more and I can apply some of the things I learned in my coop work for office education. I strongly recommend these observations to all students who will be working in offices upon graduation. Jo Ann Maes

My trip to Sandia Laboratories was very educational as well as enjoyable. I was very impressed by the way Miss Kelly and the people at the office where I was assigned to treated us. They made us feel like very important people. I feel very lucky to have been one of the students chosen to observe at Sandia. I believe that I learned more in those three days

than by listening or reading about them in the classroom. I actually saw the people working and the machines in use. This will be an experience which I will never forget. I wish we could have spent more time there and visited more of the offices. Margaret Ortiz

It is my opinion that a trip such as the one which we took to Albuquerque to observe what goes on in an office should be made an annual event. I learned many interesting and educational things from actually observing them. I was particularly interested in the data processing section of the Corporation. I found their filing system to be very interesting. This is truly a very valuable experience. I do hope other students will have the same opportunity which I had. Kathyrn Tafoya

RECOMMENDATIONS

Some of the major changes which would greatly improve similar projects are the following:

Students should be placed in offices where there would be no restrictions as far as security measures are concerned. This would allow for more flexibility in the placements and pictures could be taken freely.

Students should be placed to observe offices that are of an entry-level nature. Offices for which they would be qualified at the end of their high school office training.

The observation period in one office should be limited to two days including orientation. Unless students are actually doing something, the observation gets a little monotonous after the second day.

Students should be made aware that this is not just a three-day field trip for pleasure. They should be well orientated as to the objectives and outcomes of this field trip. Selection of the participants should be based on scholarship, initiative, interest and enthusiasm.

The offices selected for the observations should include small as well as large offices. They should be privately owned as well as corporations, and should include public agencies. A variation in the selection of offices would result in more varied job descriptions and more diversified critical incidents.

COST OF THE TRIP

The total cost of the trip for seven students and one sponsor for three days and nights was the amount that was alloted -- $270. Lodging amounted to $107.04 and meals were $152.92. The balance $10.04 was spent in film, flash cubes, and developing. A trip such as this could easily be financed through money-raising projects by the students.

CONCLUSIONS

The evidence seems quite clear that the participants fully realized the objectives and purposes of the project "Job Description and Critical Incident Reports." It is further self-evident from the written,as well as the oral reports, that the observations produced a very positive attitude toward the world of work. The students reported both orally and written seven very complete job descriptions and thirteen critical incidents. They obtained actual exposure to office procedures, equipment, and techniques.

There is no doubt that learning through observation is much more effective and retained longer than any other type of learning. This was indeed a worthwhile project.

APPENDIXES

APPENDIX A

MINI GRANT PROPOSAL FORM

Please type Deadline: December 24, 1969 Complete all blanks

Proposed Title of Project: JOB DESCRIPTIONS & CRITICAL INCIDENTS REPORTS

FROM: Mrs. Rosaline B. Lopez (Name) Office Ed. Teacher-Coordinator (Title)

West Las Vegas High School (School) Office Education (Department)

157 Moreno (Street Address) Las Vegas (City) 87701 (Zip Code)

(Signature) 425-6341 (Phone & Extension)

BRIEF DESCRIPTION: (See Instructions)

It is the purpose of this proposal to place five office education students in five different initial type office jobs in the city of Albuquerque for two purposes: (1) to expose students to office procedures, equipment, and techniques which are not prevalent in a small community such as ours, (2) to acquire at least five job descriptions and as many critical incidents as may occur.

Five students will be selected from the cooperative office education class to participate in this project. These students will be assigned to an employee doing one of the following jobs: receptionist, clerk typist, some phase of data processing, filing clerk, and stenographer. They will observe the employee for three days. The student will be required to begin the work day at the same time the employee does, and will follow the same schedule as the employee for the rest of the day. These students will have to stay in Albuquerque for three days for their observations.

The students will be required as their daily assignment to acquire at least one critical incident. At the end of the three-day observation, each student will write a job description of the job observed using the attached form. The student will also be required to prepare a narrative report on this job.

The results of these observations will be quite beneficial to the office education class. These students will be bringing back experiences that are first hand. They will be able to relate to the class their observations and five very realistic job descriptions. From the critical incidents, the students

DESCRIPTION (continued)

will learn what employee behaviors are especially effective or ineffective in the performance of a job. It will also instill an awareness that character traits and personality are just as important, or perhaps more important, to office employees as are their skills. They will also view up-to-date equipment, machines, supplies and office procedures which are not found in a smaller community.

All of this information, observations, and experiences will be disseminated by these five students to the rest of the office education students through reports, both oral and written.

This is a type of learning that cannot be derived from text-books or lectures.

DURATION OF PROJECT: Approximately the third week of Jan., 1970
Starting Date Ending Date

BUDGET: (See Instructions)	Funds Requested from RCU	Local or Other Support Funds
Personnel:		
Materials or Supplies:		
Travel and Per Diem: 5 students & one sponsor $15 per day for 3 days = $ 270.00 Mileage = 60.00 Total 330.00		
Communications and Services:		
Other Costs: (Specify)		
TOTAL COSTS	$330.00	

Space Below for RCU Use Only

APPENDIX B

C O P Y

January 19, 1970

Mrs. Rosaline B. Lopez
Office Education Teacher-Coordinator
West Las Vegas High School
157 Moreno
Las Vegas, New Mexico 87701

Dear Mrs. Lopez:

Congratulations! Your Mini-grant entitled Job Descriptions and Critical Incidents Reports has been approved for $270.

Please sign the enclosed agreement. Keep one copy for yourself and return one to the Research Coordinating Unit. When we receive the signed agreement, you may proceed with your Research Project. A short progress report is expected in two weeks after the project is started.

Upon submittal of a written report (documented with black and white glossy photos) and an accounting of your funds, your obligation to the Research Coordinating Unit will be completed. The accounting of funds is for the purpose of letting other schools see how they can inaugurate the same project for a small amount of money.

Remember, if there should be any money for yourself, the project will have to be conducted after school hours and you must pay income tax on same.

Please call this office if there are any questions. (827-2329)

Good Researching!

Yours truly,

HILDA MAJORS, Director
Research Coordinating Unit

cc: Principal
State Supervisor of Office Education

APPENDIX C

C O P Y

January 26, 1970

Director of Personnel
Sandia Corporation
Albuquerque, New Mexico 87115

Dear Sir:

The Office Education Department of West Las Vegas High School was fortunate enough to receive a Mini-grant from the State Vocational Department. The proposal submitted was entitled "Job Descriptions and Critical Incidents Reports". The purpose of the proposal is to place seven of my office education students in seven different initial type office jobs for two purposes: 1. to expose students to office procedures, equipment, and techniques which are not prevalent in a small community such as ours, and 2. to acquire at least seven job descriptions and as many critical incidents as may occur.

I would like to ask for your cooperation in carrying out this project. I would like to place these seven students in your Corporation to observe one employee for three days in seven different office jobs. Some of the jobs to be observed might be a receptionist, a typist, a filing clerk, a stenographer, a machine operator, a bookkeeper and some phase of data processing. The student would be required to begin the work day at the same time as the employee does, and follow the same schedule as the employee for the rest of the day. At the end of the three-day observation, each student will write a job description of the job observed.

Do you believe that this could be arranged without any disruption to your routine? If possible, we would like to make these observations during the week of February 16-20, preferably in the early part of the week.

Please let me know your decision as soon as possible. Feel free to call me if you need any further information. Call me collect here at school, the number is 425-6341. Thank you very kindly.

Gratefully yours,

Rosaline B. Lopez
Office Education
Teacher-Coordinator

APPENDIX D

C O P Y

February 2, 1970

Mrs. Rosaline B. Lopez
Office Education
Teacher-Coordinator
West Las Vegas Schools
Las Vegas, New Mexico 87701

Dear Mrs. Lopez:

We shall be pleased to cooperate with the Office Education Department of West Las Vegas High School by arranging to have seven of your students come to Sandia Laboratories early in February to carry out the project funded by the State Vocational Department.

Miss Eleanor Kelly of our Employment Division (telephone 264-4258) will be your contact. She informs me that the dates of February 17, 18 and 19 have been set. As she explained, because of security enforcements, the jobs to be observed must necessarily be in an unrestricted area. However, we have selected several which will allow the students to observe different functions.

If anything further is required before your arrival, please let us know.

Sincerely yours,

Kenneth E. Sutton, Manager
Employment Department, 3250

KES:js

APPENDIX E

Student Name_____ Organization_____

Date_____

J O B D E S C R I P T I O N

JOB IDENTIFICATION

ACCEPTED JOB TITLE_____ LOCATION_____

Old Title_____ No. Employed M_____ F_____

Other Titles Used_____ SALARY RANGE: Minimum_____

Maximum_____

CODE NO.*_____ AVE. BONUS OR INCENTIVE PAYMENT

Job Definition: (Per Dictionary of Occupational Titles)*

WORKING HOURS

Day Time: From_____To_____ Overtime: Never_____
Seldom_____
Frequent_____

Ave. Length of Overtime_____hrs.

EDUCATIONAL REQUIREMENTS

General Education: Elementary School_____ High School_____ Business College School___ _____

Specific Education for Job_____

JOB EXPERIENCES

Previous Experience Required: None___Acceptable Type & Length___

_____

Average Length of Time with Organization_____

Previous Jobs Held_____

_____

Next Job in Line of Promotion_____

J.A.-5

Organization_____

Job Title_____

RELATION TO OTHER JOBS

CONTACTS REGULARLY AS PART OF THE JOB (Indicate position)

Within the Company	Outside the Company

SUPERVISES:

Position of Individual	Subject of Supervision

SUPERVISED BY:

	Position of Individual	Subject of Supervision
Immediate Supervisor		
Others		

Organization_____

Job Title_____

REGULAR DUTIES

Before Open for Business

During Business Hours

After Business Hours

Organization_____

Job Title_____

PERIODIC AND OCCASIONAL DUTIES

PERIODIC DUTIES (Weekly or Monthly)

Performed on Regular Time

Performed after Hours

OCCASIONAL DUTIES

Performed on Regular Time

Performed after Hours

Organization_____

Job Title_____

JOB KNOWLEDGE

POLICIES AND REGULATIONS

General Special and Departmental

PROCEDURES AND METHODS

General Special and Departmental

MERCHANDISE AND SERVICE

Technical Information Related Information

USE OF EQUIPMENT

Types of Equipment Special Operations

Organization_____

Job Title_____

RESPONSIBILITY

FOR DIRECTION AND GROUP LEADERSHIP:
None___Occasional___Frequent___Continual____

Nature of Responsibility:

FOR OFFICE OR STORE OPERATION (Expense Control)
None___Occasional___Frequent___Continual____

Nature of Responsibility:

FOR CARE OF EQUIPMENT:
None___Occasional___Frequent___Continual____

Nature of Responsibility:

FOR SAFETY AND HEALTH OF OTHERS:
None___Occasional___Frequent___Continual____

Nature of Responsibility:

FOR CONTACT WITH PUBLIC:
None___Occasional___Frequent___Continual____

Nature of Responsibility:

Organization_____

Job Title_____

DEMANDS OF THE JOB

PHYSICAL ACTIVITIES	WORKER CHARACTERISTICS	WORKING CONDITIONS
___Standing	___Remembering details	___Inside
___Walking	___Remembering names & faces	___Outside
___Balancing	___Making decisions	___Hot
___Climbing	___Planning	___Cold
___Turning	___Concentration amid distractions	___Change of temperature
___Running	___Attending to many items	___Humid
___Stooping	___Working rapidly	___Dry
___Sitting	___Working accurately	___Wet
___Reaching	___Working at various tempos	___Dusty
___Throwing	___Examining & Observing details	___Dirty
___Lifting	___Discriminating colors	___Odors
___Carrying	___Using arithmetic	___Noisy
___Pushing	___Writing	___Inadequate light
___Pulling	___Talking	___Inadequate ventilation
___Fingering	___Getting along with people	___High Places
___Feeling	___Controlling emotions	___Hazards
___Smelling	___Being well groomed	___Working alone
___Tasting	___Showing initiative	___Working with others
___Hearing	___Showing enthusiasm	___Working around others
___Seeing	___Directing others	___Working under pressure

Code: 0 - practically never; 1 - Occasionally; 2 - Frequently; 3 - Constantly.

DETAILS OF ACTIVITIES AND RESPONSIBILITIES (Summary based on job duties, responsibilities, physical activities, and worker characteristics.)

DETAILS OF WORKING CONDITIONS (Summary based on working conditions.)

DETAILS OF HAZARDS

PERMISSIBLE HANDICAPS: Limb_____Hearing_____Sight_____

Code: 0 - None; 1 - Slight; 2 - Serious; 3 - Total.

APPENDIX F

CRITICAL INCIDENT TECHNIQUE*

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose of intent of the act seems fairly clear to the observer, and where its consequences are sufficiently definite to leave little doubt concerning its effect.

Certainly in its broad outlines and basic approach, the critical incident technique has very little which is new about it . . . . perhaps what is most conspicuously needed to supplement these activities is a set of procedures for analyzing and synthesizing such observations under more carefully controlled conditions.

In order that the final list of job requirements be valid, it must necessarily be based on data representing not the opinions or beliefs of the members of the group, but their actual experiences in the form of reports of behavior which led directly to the success or failure of the individual on important parts of the job. It is important that those behaviors be identified by those who describe them as especially effective or ineffective according to their own standards, not those of any outside person or group; also they should not be derived from stereo-typed concepts traditionally listed whenever definitions of successful researchers are requested. For these reasons the Critical Incident Technique requires that reports of critical incidents be confined to descriptions of what actually occurred, leaving out inference or interpretation.

*Flanagan, John C., Critical Requirements for Research Workers, American Institute for Research, March, 1949, and "The Critical Incident Technique", Psychological Bulletin, Vol. 51, July, 1954.

APPENDIX G

CRITICAL INCIDENT FORM

Date: _____

Job Title: _____

Type of Firm: _____

Name of Firm: _____

Incident Report

We are interested in learning what employee behaviors are especially effective or ineffective in the performance of a job.

Please describe in the spaces below a specific incident you personally observed an employee perform. Explain as briefly and clearly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

(2) What did the employee do or say?

(3) What was the result of the employee's action?

This practice was effective. Why?

This practice was not effective. Why?

APPENDIX H

JOB IDENTIFICATION

		Secretary G-4	Teletype Operator	Clerk Typist	Personnel Clerk	Service Clerk	Purchasing Service Clerk	Receptionist
Educational Requirements	Gen. Educ.	High School	H.S.	H.S.	H.S.	H.S.	H.S.	H.S.
	Specific Education	Steno Course	General Office Educ.	Typing 50 wpm	General Clerical Course	Office Educ. Course	Office Educ. Course	Office Educ. Course
Previous Experience Required		There is no specific experience requirement. The only requirements is the ability to pass the Clerical Test						
Length of Time With Sandia		?	2 years	8 years	3 years	9 years	8 years	3 years
Previous Jobs Held		4 other Secre.Jobs	None	Book Co.	File Clerk Recep.&Sec.	Collection Corres.	Credit Clerk Bookkeeper	?
Next Job in Line of Promotion		Dept.Secre. Gr. 5	None	Does not wish to	Sr. Clerk 86	Staff Assistant	Report Clerk	?
Contacts Regularly As part of the job	Within the Company	Dept. Secre Supervisor Staff	?	None	Supervisors Pers.Repre. Interviewer	Staff Sr. Clerk Key Punch	Buyers Engineers Graded Pers.	?
	Outside the Company	C. of C. Other Agen	?	None	Investig.	none	None	None
Supervises	Position	None	None	On-the-Job Trainees	Senior Clerk	None	None	None
	Subject of Supervision	None	None	Dictaphone Flexowriter	Distribute Work	None	None	None
Supervised by	Position	Division Super	?	None	Division Super	?	Section Super. Division Sup	?
	Subject of Supervision	?	?	None	Decisions Sr. Clerk	?	?	?

APPENDIX I

D U T I E S P E R F O R M E D

JOB TITLE	REGULAR DUTIES	PERIODIC DUTIES	OCCASIONAL DUTIES
Secretary G-4	Before: 1. Tidy up the office 2. Opens safe and files 3. Put out any mail to be picked up During: 1. Takes dictation & transcribes 2. Answers the telephone After: None expected	Regular Time: 1. Prepare weekly time cards 1st & 15th of each month 2. Tenth of each month sends out the Remit Contributions After: None Expected	Regular Time: 1. Answers Telephone 2. Typing 3. Keeps calendar 4. Files 5. Orders supplies After: None Expected
Teletype Operator	Before: None During: Types purchase orders After: Typing	Regular Time: None After: None	NONE
Clerk Typist	Before: Prepares materials to be used During: 1. Types business letters 2. Uses Flexowriter & Dictaphone After: None expected	Regular Time: 1. Makes copies of forms on Xerox 2. Filing After: None	Regular Time: 1. Trains employees on the job 2. Types forms pertaining to employment
Personnel Clerk	Before: 1. Opens files 2. Responsible for maintenance of Xerox & microfilm reader-printer During: 1. Files requests for copies of personnel records 2. Files, updates records, purges files for microfilm 3. Microfilms, makes new record folders 4. Opens and distributes mail After: None	Regular Time: 1. Picks up bids on job vacancies from 11 other buildings 2. Orders stock for stock room and puts stock in proper bins when delivered. After: None	NONE

APPENDIX I (cont.)

D U T I E S P E R F O R M E D

JOB TITLE	REGULAR DUTIES	PERIODIC DUTIES	OCCASIONAL DUTIES
Service Clerk	Before: 1. Opens the building During: 1. Key punches & verifies 2. Compares data After: None expected	None	None
Purchasing Service Clerk	Before: None During: 1. Code, edit & verify all information on purchase orders. 2. Compile related reports for management & A. E. C. After: None	None	None
Receptionist	Before: Some typing and filing During: 1. Answer the telephone 2. Deliver messages 3. Receives purchasing agents 4. Arranges flights for agents After: 1. Straighten the office 2. Some typing	Regular time: 1. At the end of each day a count is taken of agents and guests for that day. 2. At the end of each week, the agents and guests names are entered into the permanent record	None

APPENDIX J

J O B K N O W L E D G E

JOB TITLE	POLICIES & REGULATIONS	PROCEDURES & METHODS (General)	MERCHANDISE & SERVICE (Technical Info)	USE OF EQUIPMENT (Types of)
Secretary G-4	Covered by Sandia Instructions	Be cognizant of instructions pertaining to her duties.	Typing and shorthand skills Filing & Office Proc.	1. Typewriter 2. Duplicator 3. Copy Machine 4. Telephone PAX
Teletype Operator	Same as above	Same as above	Typing	1. Teletype machine & Computer 2. Electric Stapler 3. Key-Punch Machine
Clerk Typist	Employees must be properly dressed & well-groomed	Work must be neat & correctly done Proper typing procedure	Proper use of office supplies	1. Flexowriter 2. Dictaphone
Personnel Clerk	Only authorized personnel have access to records--request for copies of records by authorized approval only--all information in records is private.		Established procedures in all phases of recordkeeping is to be followed,	1. Xerox (duplicator) 2. Microfilm & camera 3. Lektriever (filing) 4. Data Phone
Service Clerk	Covered by Sandia instructions	Maintain both files Self service programing on both files--Job 310		1. Key Punch 2. Typewriter 3. Computer, Calculator 4. Transcriber 5. IBM Equipment
Purchasing Service Clerk	Covered by Sandia instructions	Purchasing instructions	Must be able to read & extract information from legal contracts	1. Adding machines 2. Calculators 3. Typewriters 4. Film readers
Receptionist	Same as above			1. Xerox 2. Typewriter

APPENDIX K

D E M A N D S O F T H E J O B

PHYSICAL ACTIVITIES

Physical Activities	Secretary G-4	Teletype Operator	Clerk Typist	Personnel Clerk	Service Clerk	Purchasing Service Clerk	Receptionist
Standing	2	1	2	2	2	0	3
Balancing	0	0	0	0	0	0	0
Walking	2	1	3	2	2	0	2
Climbing	0	0	0	0	0	0	0
lurning	0	2	3	3	0	0	3
Running	0	0	0	0	0	0	0
Stooping	1	0	2	1	2	0	0
Sitting	2	3	3	2	3	3	2
Reaching	1	1	3	3	2	0	0
Throwing	0	2	0	0	0	0	0
Lifting	1	0	2	1	3	0	0
Carrying	2	0	3	3	3	0	2
Pushing	1	0	2	2	0	0	0
Pulling	1	0	2	2	0	0	0
Fingering	3	3	3	3	3	3	0
Feeling	0	0	2	2	0	0	0
Smelling	0	0	0	0	3	0	0
Tasting	0	0	0	0	0	0	0
Hearing	3	0	3	3	3	3	3
Seeing	3	0	3	3	3	0	3

Code: 0 - Practically never; 1 - Occasionally; 2 - Frequently; 3 - Constantly.

APPENDIX L

D E M A N D S O F T H E J O B

WORKER CHARACTERISTICS

Worker Characteristics	Secretary G-4	Teletype Operator	Clerk Typist	Personnel Clerk	Service Clerk	Purchasing Service Clerk	Receptionist
Remembering details	3	3	3	3	3	3	3
Remembering names and faces	3	0	3	3	0	3	3
Making decisions	2	0	3	3	2	3	2
Planning	3	0	3	3	3	3	2
Concentration amid distractions	3	0	2	3	2	3	3
Attending to many items	3	0	3	3	0	3	3
Working rapidly	2	3	3	3	3	3	2
Working accurately	3	3	3	3	3	3	3
Working at various tempos	3	0	0	2	3	0	1
Examining and observing details	2	0	3	3	3	3	2
Discriminating colors	0	0	2	3	0	0	0
Using arithmetic	1	0	1	0	3	3	1
Writing	3	0	3	0	3	3	3
Talking	3	0	3	1	2	3	3
Getting along with people	3	0	3	3	3	3	3
Controlling emotions	3	0	3	3	3	3	3
Being well groomed	3	0	3	3	3	3	3
Showing initiative	2	0	3	3	3	3	3
Showing enthusiasm	2	0	3	3	3	3	3
Directing others	1	0	3	3	2	0	3

Code: 0 - Practically never; 1 - Occasionally; 2 - Frequently; 3 - Constantly.

APPENDIX M

D E M A N D S O F T H E J O B

WORKING CONDITIONS

Working Conditions	Secretary G-4	Teletype Operator	Clerk Typist	Personnel Clerk	Service Clerk	Purchasing Service Clerk	Receptionist
Inside	3	3	3	3	3	3	3
Outside	2	0	1	0	0	0	0
Hot	1	0	1	1	0	0	0
Cold	1	0	1	1	0	0	0
Change of temperature	2	0	1	1	0	0	0
Humid	0	0	0	1	0	0	0
Dry	0	0	0	1	0	0	2
Wet	0	0	0	0	0	0	0
Dusty	1	0	0	0	1	0	0
Dirty	1	0	0	0	0	3	0
Odors	1	0	1	0	0	0	0
Noisy	2	3	1	3	3	0	0
Inadequate light	1	0	1	0	2	0	0
Inadequate ventilation	3	0	1	0	3	3	0
High Places	0	0	0	0	0	0	0
Hazards	0	0	1	0	0	0	0
Working alone	2	0	2	0	0	0	0
Working with others	3	0	3	3	0	3	0
Working around others	3	3	3	3	3	3	3
Working under pressure	2	0	2	3	0	3	1

Code: 0 - Practically never; 1 - Occasionally; 2 - Frequently; 3 - Constantly.

APPENDIX N

R E S P O N S I B I L I T Y

Responsibility	Secretary G-4	Teletype Operator	Clerk Typist	Personnel Clerk	Service Clerk	Purchasing Service Clerk	Receptionist
For Direction & Group Leadership	N	N	N	C	F	N	C
For Office or Store Operation	N	N	C	N	N	N	O
For Care of Equipment	O	N	C	C	F	N	C
For Safety & Health of Others	N	N	F	C	N	N	C
For Contact With Public	C	N	N	O	C	C	C

Code: N - None; O - Occasional; F - Frequent; C - Continual